**Goals Portfolio**

**The following are suggestions for compiling and documenting goals for annual evaluations:**

1. Get department chair approval of goals. (Should have done at the beginning of the year.)

2. Make sure goals are clearly stated and organized within the portfolio.

3. Provide evidence of goal attainment in teacher portfolio and label as **Goal 1**, **Artifact 1**, etc. (See

evaluator for suggested number of artifacts – usually 2-3.)

4. Include a reflection statement which discusses whether goals have been reached, and possible

reasons for not reaching them.

**To add for your own benefit:**

1. Copy of pre-observation form

2. Copy of post-observation form

3. Copy of final evaluation (if available)

**Planning Chart**: make note of the materials you plan to use as artifacts/evidence of goal completion.

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| **Goal # 1** | **Artifacts/Evidence** |
| **Goal # 2** | **Artifacts/Evidence** |
| **Goal # 3** | **Artifacts/Evidence** |

**Lesson Plan Checklist**

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| **✓** | **Before each lesson ask yourself these questions.** | **Notes** |
|  | What are the most important concepts or **skills to be learned**? |  |
|  | What **kind of learning is your goal** (memorization, application, etc.)? |  |
|  | Are there **difficult words or concepts** that need extra explanation? |  |
|  | How will you help **students make connections to previous learning**? |  |
|  | What **activities** will you plan **to create interest** in the lesson? |  |
|  | What **materials** will be needed? Will students need to learn how to use them? |  |
|  | What **procedures** will students need to know to complete the activities? |  |
|  | How much **time** will you allocate for the lesson? For different parts of the lesson? |  |
|  | If activities require students to work together, **how will groups be formed**? How will you **encourage** **productive work in groups**? |  |
|  | What **example and questioning strategies** will you use? Prepare a list of examples for explanations and list higher order questions. |  |
|  | How will you tell during and after the lesson what students understand? |  |
|  | Are there any students with **special needs** you should consider? |  |
|  | How will you make sure that **all students participate**? |  |
|  | How will you **adjust the lesson** if time is too short or long? |  |
|  | What **presentation alternatives** are there if students have trouble with concepts? (Peer explanation, media, etc.) |  |
|  | What kind of **product**, if any, will you expect from students at the end of the lesson? |  |
|  | What will students do when they finish? |  |
|  | How will you **evaluate students’ work and give them feedback**? |  |
|  | How will the **concepts** you present be used by students in future lessons? |  |